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In an attempt to provide actual integration in every school, the Greenburgh School District in New York abolished neighborhood schools and for the past twelve years all children of a given grade have attended the same school. A project for culturally deprived students has recently been instituted to provide a better understanding of an education for an estimated 300-350 children.

The efforts to provide actual integration within the school system is based on a desire to meet the needs and interests, and abilities of each individual child within an integrated school. All qualities and kinds of abilities are to be determined, developed and challenged by the school. The design of curriculum organization, activities and program must be geared in this direction.

Brief reports are made as to the progress of the project to provide better education for the culturally deprived. Studies are not in progress for evaluation of the program.

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THE STORY OF GREENBURGH SCHOOL DISTRICT NO. 8

The attached materials will give you the historical background and the philosophy behind Greenburgh #8's search for a fully integrated quality school system.

At the Annual Meeting on November 9 and 10, Greenburgh residents will amplify and explain some of the techniques, procedures and steps taken to achieve their goal. Discussants will be able to relate these facts to their own local situations and through mutual exchange of ideas define action measures and guidelines for work at home.

The workgroup sessions will be more meaningful to you if you do your "homework" now and are prepared to dig into the complex problem of integration in depth.

November 1962

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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GREENBURGH SCHOOL DISTRICT #8 BOARD OF EDUCATION STATEMENT OF PHILOSOPHY*

The official Board of Education philosophy for this school system states that our schools shall meet the needs and interests and challenge the abilities of each individual child within an integrated school.

There must be a common understanding and interpretation of the District philosophy if the objectives it is designed to effect are to be achieved. Most important is the commitment of every member of our school system to the true meaning of this philosophy.

Perhaps, the first term to be clarified is "integration." As used in the statement of philosophy this term means more than the distribution of bodies among classes. It means the value and worth of each individual is recognised, respected and utilized in making up the whole. It means that the individual makes worthwhile contributions to the group and is accepted and respected by the group. It means that each individual is considered because of what he is or can be and not because of his environment. It means that the individual is not "Pitied," "Contained," "Suffered" or "Tolerated."

Meeting the needs and interests of children is an all inclusive statement. Each child needs to develop a self-image which is satisfying to himself and acceptable to society. Each child needs to feel that he is accepted and not rejected by his peers. Each child needs to experience success and to be able to cope with and accept his failures and independent effort. Each child needs attention to his physical well being and an understanding of his psychological and emotional make up. The interests of children vary. Each child needs guidance and encouragement in developing a variety of interests which will contribute both to his own present and future goals and satisfactions and to his group. Some interests must be aroused, some broadened, some controlled, some redirected in terms of the child's goal in life. In some instances the establishing of individual goals must precede the development of interests.

The abilities of children differ in quality and in kinds. Many times they are latent or depressed. All qualities and kinds of abilities are to be determined, developed and challenged by the school. No one type of ability is to be exploited at the expense of developing less obvious or latent ones. The design of curriculum, organization, activities and program must be geared in this direction.

The American Nation in playing its present and future role on the world stage must practice its doctrine of the worth of the individual and must release and utilize the talents, abilities and energies of each person if it is to gain and retain the respect and confidence of the peoples of the world and preserve its way of life at home. The philosophy of Greenburgh #8 schools is in harmony with this national purpose. In meeting the needs and interests and challenging the abilities of all children we are using the broad interpretation briefly outlined above. We are assuming that each child has needs, interests and abilities which must be determined, developed and directed both for the happiness, satisfaction, productivity and success of the individual and for the benefit of our democratic society. Our measure of success in attaining this philosophy is the degree to which we succeed in aiding each child in becoming everything he is potentially capable of becoming.

*This statement of philosophy was presented to all staff members at the commencement of the N.Y.U. study which involved all elementary teachers and administrators.

GREENBURGH SCHOOL DISTRICT NO. 8

Project ABLE Report

December 26, 1961

Geography, History, and Population of the School District

Greenburgh School District 8 is located in the central part of Westchester County. It lies between the City of White Plains and the Village of Elmsford. It is intersected by several major highways including the Cross Westchester Expressway and Routes 119 and 100.

Prior to World War II the area was largely rural in nature with a number of large estates and farms. There was no industrial development. The residents were largely Negro and Italian in origin and were descendants of workers who had settled in the area during the periods of construction of railroads, highways, reservoirs and aquaducts. Employment was found in the estates and nearby cities and villages.

Following World War II there was a rapid breaking up of the estates and a sudden change in the district from rural to suburban. Large numbers of families located in the district resulting in a doubling of the school population in less than ten years. The new population was heterogeneous in many respects but, in general, represented a higher level of income and educational background than the original population.

Although the new population brought with it a higher socio-economic, cultural and educational level little happened within the community to raise the level for "older" residents, in fact, deterioration of housing and loss of employment opportunities on the estates tended to make conditions worse for a certain segment.

The School Organization and Problems

The District Schools once served neighborhoods but, since attendance areas created de facto segregated schools, the District adopted a grade level attendance organization. For the past twelve years all children of a given grade attend the same school. Throughout these years the District has attempted to maintain the heterogeneity of the District not only in each school but, also, within class sections on the elementary level. Adopted policy of the Board of Education mandates that the schools be integrated in spirit as well as fact and that the needs and interests of each child be satisfied to the maximum degree.

Within the school population there is a known group of children, both Negro and white, which comes from culturally deprived and/or low socio-economic homes. Preliminary investigation showed about one out of every 7 children are not living with both parents. Some of these are from broken homes or are in foster homes or have no known home. Local studies have shown a correlation between cultural deprivation and achievement and behavior.

(m o r e)

The Project ABLE Study

The project is concerned with an estimated 300-350 white and non-white culturally deprived children. Although the school district is primarily a middle class community and has long been committed to racial integration in all of its schools, it is felt by both the community and the school officials that the cultural deprivation experienced by some children who are from low income families, broken homes, and recent migrants from deprived areas in the South necessitates enrichment of the educational program in order to help these children reach the maximum of their potential. In this project it is planned:

1. To identify more accurately children in grades K-6 from culturally deprived backgrounds and further to identify those with potential abilities for completing secondary and higher education.

2. To study the relationships between ability and present achievement of these children.

3. To determine the relationships of current grouping practices to achievement of culturally deprived children.

4. To provide opportunities for teachers and the community to work together to understand the problems and methods of helping culturally deprived groups.

5. To provide additional educational supportive services for these children in the form of additional psychological, counseling, remedial and social work personnel.

6. To study and revise the educational program in order to provide better opportunities for cultural and educational enrichment for children from culturally deprived backgrounds.

Progress to Date

1. The New York University Center for School Services has been retained by the Board of Education for consultant services.

2. An additional psychologist and home school counselor have been employed.

3. An analysis of racial distribution, age, intelligence and achievement in grades K-6 has been made. A follow up study will be made in May.

4. A team from N.Y.U. has visited every classroom in the school system and has interviewed teachers, administrators and others. A report containing 25 observations and suggestions has been submitted for staff study.

(m o r e)

5. The entire elementary staff, administrators, special and remedial teachers, pupil personnel staff and liaison person from the secondary staff have been organized into a workshop. Outside consultants and specialists are being provided by NYU. The workshop groups are as follows:

Group A - Grouping Practices and School and Classroom Organization
Group B - Achievement - scholastic, social
Group C - Materials - textbooks, library books, aids, etc.
Group D - Curriculum - adequacy to meet heterogeneity of needs
Group E - Assistance to Classroom Teachers (Professional)
Group F - The Community and the School - understanding and interaction
Group G - Attitudes - children, teachers, parents.

The workshop groups met twice monthly from 2:30 to 4:30 P.M. Minutes of each group are recorded and minutes of all groups are duplicated and distributed to all staff members. The workshop is coordinated by the project director, a steering committee of teachers, and Mrs. Frances Minor of the NYU staff.

6. Identification of children in low socio-economic levels is underway.

Prepared by: George E. Fitch
Kenneth Haskins

February 6, 1962

TO: Board of Education

FROM: Supervising Principal

SUBJECT: N.Y.U. and Project ABLE Studies, Interim Report

1. Background

Some twelve years ago this School District took a tremendous educational and sociological step when it abolished neighborhood schools and created a school organization guaranteeing desegrated schools. Based on the Constitutional provision of equal opportunity for all people in this Nation, this was a strong and sound position. It is reasonable to think that at that time few people, if any could have foreseen all the implications and ramifications of this decision.

Ideally, children of all races, creeds, socio-economic and cultural backgrounds and abilities were to be brought together in the schools and classrooms in order that each child would have equal opportunity to develop his talents scholastically and that all children would gain social understanding, appreciations, and strength through the experience of living and working together.

Through the years the wisdom of this policy has been questioned. The whole matter has been discussed and commitments have been reexamined. Some implications and problems have become more manifest. But, reaffirmation of the righteousness of this position has been made and energies, money and brains have been dedicated to the solution of the problems involved.

2. The Stage

The world in which we live is marked by rapid, dramatic, dynamic and sometimes, chaotic and traumatic simultaneous change in the physical, political and social orders. The impact of these changes on the individual and on the society in which he lives has neither been measured nor predicted. The implications for educational change, except for the necessity for change, can only be surmised.

Children are less immune to the forces which whirl about them, than previously expected, in fact, it is apparent that they are prone to be affected by them. Both because of the present concept of family life in which children have become active participants in discussing all types of issues and questions and because the schools have made the discussion and study of current problems and changes an integral part of the curriculum, children are no longer insulated from the forces about them. The meaning and menace of Communism, the effect of automation on the need for workers, the necessity for national defense, the "sit-ins" and "freedom rides" for equal rights of citizenship and opportunity - these and many more forces are known and felt by the school children of today. The schools must be prepared to meet the challenge of providing the children with every opportunity to be prepared to play their life roles on this stage.

3. The Problems

In the last few years, as more exact, careful and critical examination was made of what was happening to children as the result of their experiences in school, a number of problems were identified. Some of the more basic of these were:

a) Why did a significant number of children with normal or above normal I.Q.'s make below normal achievement in all grades?
b) Why did a significant number of Negro children in the same classes score less than white children with equal, measured I.Q.'s?
c) Why did the number of under achieving children consistently have a disproportionate number of Negro children?
d) Were scores made by children with poor socio-economic and cultural backgrounds really depressed because of this factor or were there other significant causative factors?
e) To what degree can a teacher successfully meet the needs and interests and challenge the abilities of each child in a class group having the maximum possible range of variables?
f) What approach must be made to provide effective remedial services?
g) What must be done curriculum-wise to satisfy the needs of all children?
h) What must be done to improve the quality of instruction to satisfy the needs of all children?
i) What must be done to achieve an integrated school in every aspect?

Any one of these problems is a research project in itself. The answers to all of them is both pressing and critical.

4. The Involvement and Functions of N.Y.U.

The involvement and functions of N.Y.U. can be classified broadly in three categories - a) Evaluation b) Consultative and c) Creative.

The evaluative process functions in three areas: statistical treatment of data, objective and subjective evaluation of the school program and the teaching process and constant evaluation of the progress of the workshops.

The consultant services are provided on various levels and for a variety of purposes. First is technical and projective planning of the studies themselves; second is provision of resource materials, studies and experiential knowledge and third is the provision of expert knowledge to help attack specific problems. All three types of consultatives services have been requested and provided.

The Creative category is difficult to define. Invention is not an easy thing. The solutions to the problems and questions raised probably will emerge as a result of the total effort being brought to bear on them rather than explode as a lightning flash. The true function of NYU is not to invent a solution but to guide us in avoiding blind alleys and to inspire us to explore all possibilities which give promise of finding the best solutions.

5. Progress to Date

Although progress has appeared to be relatively slow and although solutions of specific problems may yet be some distance in the future, certain major progress has been made. At this time it is more convenient to describe progress in terms of broad categories.

Organization - An organization has been evolved which provides for a planning team and for study groups. The total elementary staff has become involved in this organization.

Definition of the Study - The purposes and objectives of the study have been defined and refined and, it is believed, are understood by a large majority, if not all, of the staff.

Delimitation of Areas for Study - In the search for solutions to problems with which the study is involved, seven major areas of concern have been determined. They are: Achievement of pupils in our schools, Attitudes of pupils, teachers and parents as they influence the attainment of goals, Assistance teachers must have to achieve stated goals, the effect of the community, collectively and individually, and its impact on the schools, the curriculum and how it affects both positively and negatively the attainment of goals, organization and grouping of and within the schools and the effect on the achievement of goals and instructional materials as they contribute to or detract from the attainment of goals. Committees working in these areas are beginning to "zero in" on their specific areas of study.

Emergence of leadership - The emergence of leadership has been an important outcome of the study. Not only have new leaders arisen from all levels but all leaders have had a broadening of vision and have become more responsible in their role as leaders.

Attitudinal changes - Perhaps the first and most dramatic progress has been made in changes in attitudes. At the onset of the study attitudes and feelings ranged widely, from opposition to complete acceptance, from everything is fine to everything is wrong, from this has been done before to the basic problem has never been faced, from the schools cannot solve this problem to the schools must solve its share of the problem, etc. Much time and effort was spent in expressing, discussing and explaining these attitudes and feelings both academically and as individuals. Some of the air has been cleared and understandings have been arrived at permitting real work, investigation and study to proceed.

Specific Recommendations - As a result of the work this year a number of specific recommendations will be made and, no doubt, will be put into effect. The majority of recommendations will come in the form of specific problems for intensive study and solution during next year.

Project ABLE - At this time 319 pupils have been identified tentatively as pupils coming from socio-economic and cultural backgrounds which, it is presumed, augur against successful experiences in school. This group will be refined and more specifically identified.

Communications - A system of communications has been developed through which all staff members, consultants and Board members are informed of all activities.

6. The Future

Although it is expected that certain minor action programs will be put into effect next year, it would be unrealistic to expect that major answers will be obtained. Continued in-service preparation of the staff will be required to put into effect any major changes. To do otherwise could jeopardise the entire undertaking. Continued study with consultant service for one or two more years, expanding action programs beginning next year and increasing in tempo the following year and a program to enlighten, educate and gain the support of the community will be necessary to ultimately achieve the goals of this study - a school system integrated in all respects both physically and in spirit which recognizes the worth of each individual and which provides a program and a quality of teaching which will enable each child not only to have an equal opportunity but a desire and purpose to develop his talents and satisfy his interests.

Greenburgh School District No. 8
Warburg Campus, Hartsdale, New York November 1, 1961

TO: BOARD OF EDUCATION AND ADMINISTRATIVE, SUPERVISORY AND PUPIL PERSONNEL STAFF
FROM: SUPERVISING PRINCIPAL
SUBJECT: MEETING INDIVIDUAL PUPIL NEEDS, PHILOSOPHY AND IMPLICATIONS OF

That the school program shall "be flexible and broad enough to challenge and satisfy the interests and abilities of all pupils" is the admirable objective of the Greenburgh #8 schools. What do these words mean and what are their implications for this school system?

Every child is different from every other child. Not only do the abilities in a given area differ, but the combination of abilities possessed by each child differs. The abilities of a child may be overt and easily measured or latent and difficult to measure. There is much evidence to show that real abilities may also be depressed by environmental conditions. Within a given group of children there is a vast range of abilities.

To carry out the objective stated above the school must be able to determine the abilities (overt, latent and depressed) of each child. This can not be a simple process. It must begin in the kindergarten and continue throughout the child's entire school life. The deterioration is not as simple as an intelligence quotient, or diagnostic or achievement test results although these are important measures. Objective evaluation must be coupled with constant observation under all types of circumstances and with opportunities and encouragement to cause latent and depressed abilities to emerge. The school must not permit any child to be "categorized" or "typed." This excludes the possibility of change. This is a sign of failure! This is an admission that nothing more can be done, that nothing more can be learned about a child, that there are no latent abilities to be released, that there are no depressed abilities to be raised, and that maximum abilities have been determined.

The school must develop programs and provide services which will insure the maximum development of each child. These programs and services must be geared to the identified and suspected latent or depressed abilities of each child. The total program of the school as well as the program within each classroom must have the breadth and flexibility to challenge the range of abilities. Psychological, guidance, supervisory, health, library and remedial personnel must be adequate in numbers, quality, intent and understanding to provide in-depth and coordinated rather than routine or superficial services for each individual child. The simple expedient of "grouping" or "tracks" on academic levels is not sufficient to satisfy the objective of challenging individual abilities.

As children differ in abilities, they also differ in interests. As abilities may be overt, latent or depressed, so, too, may interests. A child's interests may be momentary, short ranged or long ranged. They may be internalized and unexpressed or they may be shared with peers, parents and teachers. They may be natural or induced by parents or society.

Of equal importance to determining individual abilities is the determination of individual interests or lack of them. Aptitude and interest tests are available and should be used as a tool but the process goes far beyond this point. To determine at any given moment that a child does or does not have a given interest is of value only if this information is used to do something

about it. If a given interest is present, is it sound, is it balanced, can it be used effectively to motivate the child, can it be used to guide him? If a desirable interest is missing, is there any indication that it is latent, that it is depressed, can it be developed? To challenge interests implies that a child already has them in both quantity and quality. This is not the case. The further implication, therefore, is that the school must develop necessary interests both in quantity and quality. Programs and personnel must be provided not only to evaluate, channel and develop desirable interests already present but also to plant, germinate and nurture interests which are absent.

To a degree this program is now in operation but with a limited number of children. There are some children whom we know quite well through detailed studies of the child and his environment by staff members. Efforts have been made to develop a thorough understanding of these children and to develop programs for them. But this is only a fraction of the total school population. Over the past three years much progress has been made in thinking and planning in terms of individual children. Textbooks, library books, instructional materials and curriculum have been directed intentionally away from the group and toward the individual. Instruction within the classroom is becoming more individually and less group oriented but this is only a start.

To challenge and satisfy the interests and abilities of individual pupils has many implications. Some of the more important ones are summarized below:

1. Classes must be small enough to permit teachers to give necessary individual attention.

2. Special services (psychological, guidance, remedial, supervisory, health, library)must be adequate in number to provide individual services.

3. Instructional program and curricula must be broad and flexible enough to satisfy individual abilities and interests.

4. Instructional materials (textbooks, library books, equipment and materials) must be provided in quantity and quality to satisfy program developed in (3.).

5. Standards must be geared to the individual rather than to a median or arbitrary scale.

6. The staff must be completely committed to this goal and must become increasingly proficient in achieving it.

7. The community must be prepared to accept this type of program with all its ramifications and implications (social, academic and financial).